

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents research background, research problems, research objectives, scope and limitation, research significance and definition of key terms.

### **1.1 Research Background**

The most important aspects of language learning is learning vocabularies of that language. In English as a foreign (EFL) context, it is impossible to develop learners' English without learning vocabularies. Vocabulary is a critical component of language, each word constitutes the basis for sentences which serve to the purpose "to communicate ideas and express the speakers' meaning" (Alqahtani, 2015, p. 25). McCauley & Christiansen (2017) suggested the ways for learning the lexicon by learning multiwords, phrases and chunks instead of individual words or memorizing bilingual vocabulary list. But, the problem or the difficulty of learning word stock actually comes from vocabulary uses called "collocations". In other words, he suggested and emphasized to focus on the importance of association between lexical items to improve and develop vocabulary learning.

One of the most difficult aspects in vocabulary use is "Collocations" which is commonly used by the native speakers, but it's quite difficult for people who learn English as 2 or EFL because native speakers tend or often to use and put them together of ready-made chunks words in their communication needs. Collocation is a word association, word order or word groups that need to be used

together in a sentence and cannot be substituted or exchanged. It consists of words or phrases which can co-occur or be combined and used naturally by the users of the language (Hill, 2000). Collocations used in English writing reaches 60 to 80 percent. Again, the collocation use in writing creates more natural sense of writing. By learning collocations, it can help students develop their vocabulary and writing skills, particularly in writing works (Wattanapichet, 2013). Without knowing collocations, learners will not know which words to choose, the position of the word, and the word order in the sentence and eventually, they will create errors both in vocabulary and grammar. The errors are commonly experienced by EFL learners, such as Thai students.

Thai students at English Department of University of Muhammadiyah Malang have some difficulties in using collocations. These difficulties raise because Thai students focus on memorizing individual vocabulary list and learning grammatical tenses when learning English. In reality, most English words are used in groups (collocations), not word by word. Kuo (2009) suggested teaching students focusing on collocations. Here, English have an essential teacher role to teach collocations in EFL learning activities, which will raise students' motivation and interest of learning collocations. It is believed that more capability to use collocations, the anxiety of language using may probably be reduced. So, it can be seen that collocations has become an important role in learning English. Thus, this makes it easier for people who learn English as a L2/EFL to communicate and write English (Namvar & Ibrahim, 2014).

The studies about using collocations have been carried out by some researchers Mongkolchai (2008) investigated Thai learners about English collocations in Thailand, he found that collocation is one of the most difficult and the most problematic elements in language learning and if someone wants to improve communication in another language they should improve the collocation. Moreover, the existing of collocations in literatures obviously shows that good collocations knowledge and high language proficiency are closely related (Fahim and Vaezi, 2011).

The information above shows that collocations are very important for English development for EFL students. Thus, their communication or writing skills become as natural as native speakers. However, in EFL Thai students setting, there is less investigation about collocation. Thus, students have less awareness the importance of collocation in English development.

Due to some reasons above, the researcher is motivated to conduct this research to investigate English collocations used in writing thesis by Thai students who graduated from English Department, University of Muhammadiyah Malang. This study will provide interesting discussion because there is no investigation on the use of English collocation used by Thai students who studied in Indonesian context.

## **1.2 Research Problems**

Based on the background of study above, the researcher propose two research problems :

1. What are the types of collocation in thesis used by Thai students at University of Muhammadiyah Malang?
2. What are the patterns of collocation in thesis used by Thai students at University of Muhammadiyah Malang?

## **1.3 Research Objectives**

According to the problems of study, the study objectives are:

1. To investigate the types of collocation in thesis used by Thai students at University of Muhammadiyah Malang.
2. To identify the patterns of collocation in thesis used by Thai students at University of Muhammadiyah Malang.

## **1.4 Research Significance**

Theoretically, this study may be utilized to develop students' language skills of students who are interested in sociolinguistic, especially about collocations that is a part of learning language component. For EFL teacher, this study may give more the information of the importance of English collocation in teaching to develop their learners in leaning language. By reading this research, the readers will have a deeper understanding about collocations and can use it in real life. Also, they know specifically the importance of collocation in writing and speaking.

In addition, this study also expects that this thesis can be used as a source of additional information on collocations for readers or other researchers who are interested in conducting similar research.

### **1.5 Scope and Limitation**

The scope of this study, it focuses on the investigation of using English collocation of Thai students in thesis from English Department at UMM, academic year 2014. The study is limited to the use of English collocation types and pattern in three theses that had already completed checked and submitted at English department of UMM. The accuracy is reliable as they had passed through editing proses.

### **1.6 Definition of Key Terms**

To get a definitive understanding of the concepts of this study, the following definition of key terms are given:

1. Collocation: collocation is a word association, word order or word groups that need to be used together in a sentence and cannot be substituted or exchanged to make more natural like native speaker (Hill, 2000).
2. Lexicon: Lexicon is the vocabulary of the language, a person or branch of the knowledge, a lexicon is the set of all the morphemes that relates to a particular subject or list of words that explain a particular thing (Wallace, 2007).
3. EFL Learners: EFL (English as a Foreign Language). This is talk about students which English is not the first language. So, they learn English as a foreign language (Lewis, 2001).

4. Academic Context: Academic context is any writing assignment given in academic setting that has to be done to fulfill a requirement of school, college or university such as writing paragraphs, essay or thesis (Stuart, 2009).

